

Kingstree Junior High

710 Third Avenue
Kingstree, South Carolina 29556

Grades	7-8 Middle School	
Enrollment	517 Students	
Principal	Mrs. Tarsha B. Staggers	843-355-6823
Superintendent	Kenneth Gardner, Ed.D.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	15	21

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Average	Good	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No

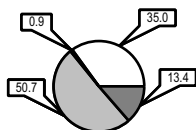
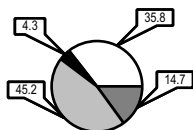
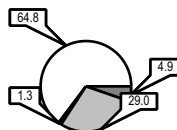
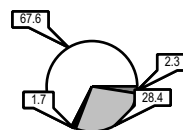
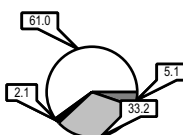
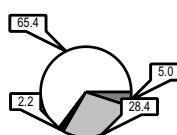
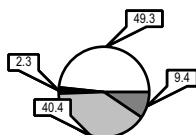
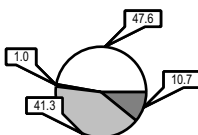
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	493	100.0	34.0	50.5	13.3	2.1	20.3	Yes	Yes
Gender									
Male	259	100.0	39.5	48.4	10.1	2.0	14.5		
Female	234	100.0	28.0	52.9	16.9	2.2	26.7		
Racial/Ethnic Group									
White	35	100.0	20.0	56.7	20.0	3.3	33.3	I/S	I/S
African American	458	100.0	35.0	50.1	12.9	2.0	19.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	389	100.0	33.7	52.0	13.5	0.8	23.7		
Disabled	104	100.0	35.3	45.1	12.7	6.9	7.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	493	100.0	34.0	50.5	13.3	2.1	20.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	493	100.0	34.0	50.5	13.3	2.1	20.3		
Socio-Economic Status									
Subsidized meals	455	100.0	35.2	49.8	12.8	2.3	19.9	No	Yes
Full-pay meals	36	100.0	20.0	60.0	20.0	0.0	25.7		

Mathematics – State Performance Objective = 36.7%									
All Students	493	100.0	34.9	44.8	14.8	5.5	24.7	Yes	Yes
Gender									
Male	259	100.0	32.3	48.0	14.5	5.2	23.0		
Female	234	100.0	37.8	41.3	15.1	5.8	26.7		
Racial/Ethnic Group									
White	35	100.0	20.0	60.0	20.0	0.0	30.0	I/S	I/S
African American	458	100.0	35.9	43.8	14.4	5.9	24.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	389	100.0	34.5	43.9	16.2	5.4	28.6		
Disabled	104	100.0	36.3	48.0	9.8	5.9	10.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	493	100.0	34.9	44.8	14.8	5.5	24.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	493	100.0	34.9	44.8	14.8	5.5	24.7		
Socio-Economic Status									
Subsidized meals	455	100.0	35.8	45.7	13.2	5.3	23.5	No	Yes
Full-pay meals	36	100.0	22.9	34.3	34.3	8.6	40.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	493	99.8	63.6	29.0	4.9	2.5	7.4
Gender							
Male	259	99.6	65.2	25.1	6.5	3.2	9.7
Female	234	100.0	61.8	33.3	3.1	1.8	4.9
Racial/Ethnic Group							
White	35	97.1	27.6	62.1	10.3	0.0	10.3
African American	458	100.0	65.9	26.9	4.5	2.7	7.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	389	100.0	60.6	32.3	5.4	1.6	7.0
Disabled	104	99.0	74.3	16.8	3.0	5.9	8.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	99.8	63.6	29.0	4.9	2.5	7.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	493	99.8	63.6	29.0	4.9	2.5	7.4
Socio-Economic Status							
Subsidized meals	455	99.8	64.5	28.8	4.1	2.5	6.6
Full-pay meals	36	100.0	51.4	31.4	14.3	2.9	17.1

Social Studies							
All Students	493	99.8	66.5	28.2	2.3	3.0	5.3
Gender							
Male	259	99.6	65.6	27.5	3.2	3.6	6.9
Female	234	100.0	67.6	28.9	1.3	2.2	3.6
Racial/Ethnic Group							
White	35	100.0	50.0	46.7	3.3	0.0	3.3
African American	458	99.8	67.6	26.9	2.3	3.2	5.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	389	99.7	63.8	31.1	3.0	2.2	5.1
Disabled	104	100.0	76.5	17.6	0.0	5.9	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	99.8	66.5	28.2	2.3	3.0	5.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	493	99.8	66.5	28.2	2.3	3.0	5.3
Socio-Economic Status							
Subsidized meals	455	99.8	68.0	27.0	2.1	3.0	5.0
Full-pay meals	36	100.0	48.6	42.9	5.7	2.9	8.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	270	98.9	32.1	55.5	10.2	2.3	12.5
	8	246	99.6	25.2	66.4	8.0	0.4	8.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	38.6	50.0	11.0	0.4	11.4
	8	246	100.0	29.9	52.7	16.1	1.3	17.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	270	99.3	28.9	57.5	6.8	6.8	13.5
	8	246	99.6	20.6	65.5	12.2	1.7	13.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	37.7	41.1	15.3	5.9	21.2
	8	246	100.0	32.6	50.0	14.7	2.7	17.4
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	67.2	26.4	5.5	0.9	6.4
	8	246	100.0	60.7	33.0	4.5	1.8	6.3
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	77.9	19.6	1.7	0.9	2.6
	8	246	100.0	55.4	38.8	3.1	2.7	5.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 517)				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	Up from 9.6%	7.1%	15.5%
Retention rate	7.1%	Up from 3.0%	5.3%	3.0%
Attendance rate	95.5%	Up from 94.2%	94.5%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.2%	Down from 20.7%	8.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	16.2%	Down from 20.8%	6.8%	4.6%
Eligible for gifted and talented	4.8%	Up from 4.6%	6.0%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.0%	Down from 22.3%	15.3%	13.6%
Older than usual for grade	7.2%	Down from 8.7%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	No change	1.0%	0.8%
Annual dropout rate	0.4%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	51.9%	Up from 41.9%	50.0%	51.8%
Continuing contract teachers	59.3%	Up from 58.1%	66.7%	78.1%
Highly qualified teachers	100.0%	No change	87.8%	89.6%
Teachers with emergency or provisional certificates	12.5%	Down from 26.9%	12.5%	6.0%
Teachers returning from previous year	79.2%	Up from 75.5%	76.1%	85.4%
Teacher attendance rate	94.4%	Up from 92.8%	94.7%	94.9%
Average teacher salary	\$38,591	Up 4.5%	\$39,915	\$41,328
Prof. development days/teacher	7.3 days	Down from 7.9 days	11.3 days	11.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	29.4 to 1	Up from 22.3 to 1	17.7 to 1	21.3 to 1
Prime instructional time	89.1%	Up from 85.6%	87.0%	89.3%
Dollars spent per pupil*	\$5,262	Down 1.7%	\$7,438	\$6,022
Percent of expenditures for teacher salaries*	63.0%	Down from 65.0%	58.2%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.2%	84.6%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingstree Junior High School, a Title I school-wide school, houses the largest number of seventh and eighth grade students in Williamsburg County. Our targeted goals focus on implementing a standards-driven curriculum, improving standardized test scores, and improving school climate. These goals will become reality through the use of knowledgeable consultants, in-house departmental meetings and planning teams, appropriate staff development, incentives, and support from administration, parents, students, and colleagues.

The students of Kingstree Junior High School are exposed to many special programs and challenging activities and strategies. We are continuing to run an after-school program focusing not only on academic skills, but also recreation, fine arts, and health. All seventh grade students are scheduled into state-of-the-art Keyboarding classes. Eighth grade students are given the opportunity to explore career options and choices through a Career Education class. Another highlight for eighth grade students is the possibility of being selected for Pro Team, a program that encourages exemplary students to attend college and consider education as a career. Many students of KJHS will also receive the benefit of a PLATO Lab designed to strengthen classroom instruction and reinforce the curriculum standards.

Several other programs support our students and parents. The first is the use of the Premier Agenda Program, which provides students with a daily outline of activities and an outlet for teachers and parents to regularly check on their progress. The Parenting Center also serves as a vital link between students, parents, and teachers. We also have the privilege of housing a School Resource Officer and a School-Based Counselor.

KJHS also boasts a well-rounded athletic program, focusing on sportsmanship, teamwork, cooperation, and exemplary conduct. We are implementing many new programs and incentives for students and teachers and refining some of our older programs to keep in tune with our changing needs. Our primary focus is in line with the theme of the school: "Leaving a Trail of Excellence."

Tarsha B. Staggers, Principal

Nathaniel Myers, Jr., School Improvement Council Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	29	244	93
Percent satisfied with learning environment	74.1%	71.4%	83.0%
Percent satisfied with social and physical environment	82.1%	68.6%	73.9%
Percent satisfied with school-home relations	42.9%	84.9%	69.7%

*Only students at the highest middle school grade level at this school and their parents were included.